Indiana's Response to Intervention Academy

Developing a SWPBS System
Riverside Elementary
Jeffersonville, IN
May 12, 2009

Riverside Elementary Welcomes You to:

A Journey

to Develop A Positive

Behavior Support Plan

Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsivity
- Family, community & school partnerships

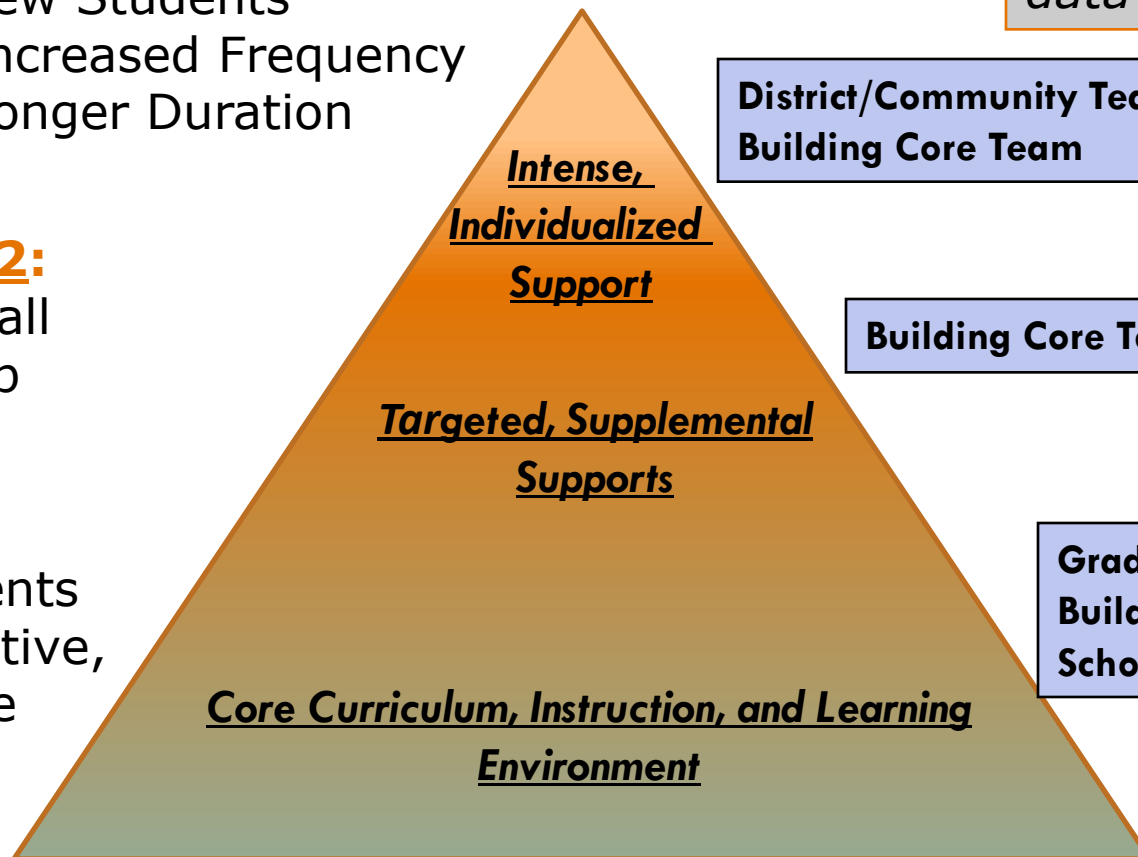# Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Preview: Connecting Our Presentation to Indiana's Vision of RTI

- Riverside Elementary's SWPBSP is a collaborative initiative that supports students behaviorally as they progress academically.

- Riverside Elementary's SWPBSP is researched based and incorporates the six Core Components of RTI.

- Riverside Elementary's SWPBSP enhances behavior supports already being used and reaches across the curriculum to support student success.

Our starting point

Riverside Elementary:

- 550 students preK-5
- 30% minority
- 54% poverty
- High mobility

Behavior data from 07-08

Data Category	Numbers (%)
Total # of Referrals	1,258
Range from single class	58-128
# of students in detention > 1 hour	139/218 (64%)
# of students in yellow or red on data wall	121/495 (24%)
# of academic at-risk also referred for discipline	63/121 (52%)

Riverside Mission

- The mission of Riverside Elementary School is to promote a <u>safe, nurturing environment</u> in which all staff will <u>utilize best practices</u> to provide <u>instructional opportunities</u> to all students so they may experience success and strive to <u>achieve their highest academic potential</u>. Riverside Elementary, in conjunction with the families and community, will strive to prepare our diverse population of students to become <u>respectful, productive citizens</u> who view learning as a lifelong process.

Needs Assessment Data:

➢ Under Evidence Based Curriculum, Instruction, and Intervention:

➢ Instructional practices of reteaching and interventions currently include frequent modeling and student practice in academic areas. The same practices need to exist for prosocial behaviors.

K: What we knew

- Too many office referrals- kids who needed education the most were out of the classroom the most
- Misbehaviors stand in the way of teaching and learning
- Students need positive reinforcement to encourage appropriate behavior
- Prosocial behaviors must be taught, reinforced and retaught just as academics
- In order for all children to succeed, we need to effectively prevent behavior issues using proactive vs. reactive methods

W: What we wanted to know

➢ What are the components of a positive behavior support system?

➢ How will a SWPBS plan effect office referral rates?

➢ Will a PBS plan help make Riverside students more successful?

➢ What are the behaviors we should deal with in the classroom? In the office?

➢ How do we get on the same page in defining these behaviors?

➢ How does the positive behavior support system fit with current systems in place?

➢ How will we define the team that will deal with those students who this system doesn't work for?

➢ How can we involve all stakeholders in this plan?

Where are you?

- Turn to a partner and discuss:

- K: What do you already know about positive behavior support systems?

- W: What do you hope to glean from this presentation to help you in your school?

Behavior Matrix: Purpose

- Research indicates that implementing a positive behavior support system will create a foundation for a safe, nurturing environment which will allow teachers to provide more instructional opportunities to students so that each can achieve their own academic potential.

- Controlled behavior = student learning

Behavior Matrix: Purpose

➢ Under Evidence Based Curriculum, Instruction, and Intervention:

➢ Instructional practices of reteaching and interventions currently include frequent modeling and student practice in academic areas. The same practices need to exist for prosocial behaviors.

Behavior Matrix: Purpose

- Cornerstone for policy and procedures

- Development at Riverside
  - Mission Statement

  - Expectations of staff and students

Behavior Matrix: Positives

- The faculty comes together to formulate a clear product.

- The statement sets the tone for entire PBS plan.

- The matrix must be understandable to school community, students, and parents.

Behavior Matrix: Development

- We included school-wide expectation posters already in place.

- Familiar common language between staff and students was incorporated.

- Different types of learning tools will be used to communicate expectations.

Behavior Matrix: Development

□ What are the common areas in your school?

□ What problem behaviors need to be identified?

Turn to your neighbor and identify the common areas in your school and expectations for each area

Hallway Expectations

1. Walk silently in straight lines.

2. Manage your body.

Bathroom Expectations

1. Manage your body.

2. Use facilities and resources appropriately.

3. Be quick and quiet.

	Cafeteria	Hallway	Restrooms	Arrival/Dismissal Time	Playground
Be Respectful	Talk quietly Raise your hand for help. Stand patiently in line. Keep conversations appropriate for school.	**WALK** silently in straight lines on the **RIGHT** Wait patiently for the water fountain Smile to greet people you meet.	Keep bathroom clean. Use facilities and resources appropriately. Observe others' privacy. Wait your turn.	Talk quietly Raise your hand for help Wait patiently in assigned line	Leave rocks and mulch on ground. Use equipment appropriately. Take turns. Treat others the way you want to be treated.
Be Responsible	**Manage your body.** Stay in assigned seat. Clean up after yourself. Use cafeteria tools appropriately. WALK.	**Manage your body.** Keep hands at your sides. Go directly to your destination.	**Manage your body.** Wash hands. Throw trash in the trash can. Report problems to your teacher.	**Manage your body.** Listen silently to announcements. Keep belongings in backpack.	**Manage your body.** Collect belongings to bring into building. Throw trash in the trash can.
Be Ready to Learn	Use time to eat your lunch. Follow adults' instructions. Respond to the signal for quiet Be attentive.	Follow adults' instructions. Enter the classroom appropriately. Be attentive.	Be quick and quiet. Follow adults' instructions. Be attentive.	Follow adults' instructions Be a model for all students. Be attentive.	Follow adults' instructions. Line up promptly. Be attentive.

Riverside Elementary School, revised 2-19-09

Behavior Matrix: Staff Buy-In

- Leadership met with their grade level teams
    - Shared ideas and concerns

    - Included any new ideas to the matrix

- The leadership team revisited the matrix, including grade level ideas and revisions that reflected concerns.

Behavior Matrix: Goal

- Proactive school-wide behavior expectations allow us to emphasize the behaviors we want the students to display rather than focusing on undesirable student behaviors.

Lesson Plans

- Various lesson plans were reviewed.
  - A wide variety of lesson plans are available at various websites.

- An explicit, simple, and appropriate format was developed.
  - One template was developed that could be used to write plans for all areas.

Lesson Plans

- Each page of the lesson plans addresses a different area of our school and the particular expectations for that place.
  - Lesson plans are provided for arrival time, the hallways, the restrooms, the cafeteria, the playground, and dismissal time.

Lesson Plans

- The lesson plans include:

    - Positive and negative examples
    - Practice of positive behaviors
    - Check for understanding
    - Activities and games for continued practice.

Lesson Plan

- A school-produced video will be used to support the teaching of the matrix.
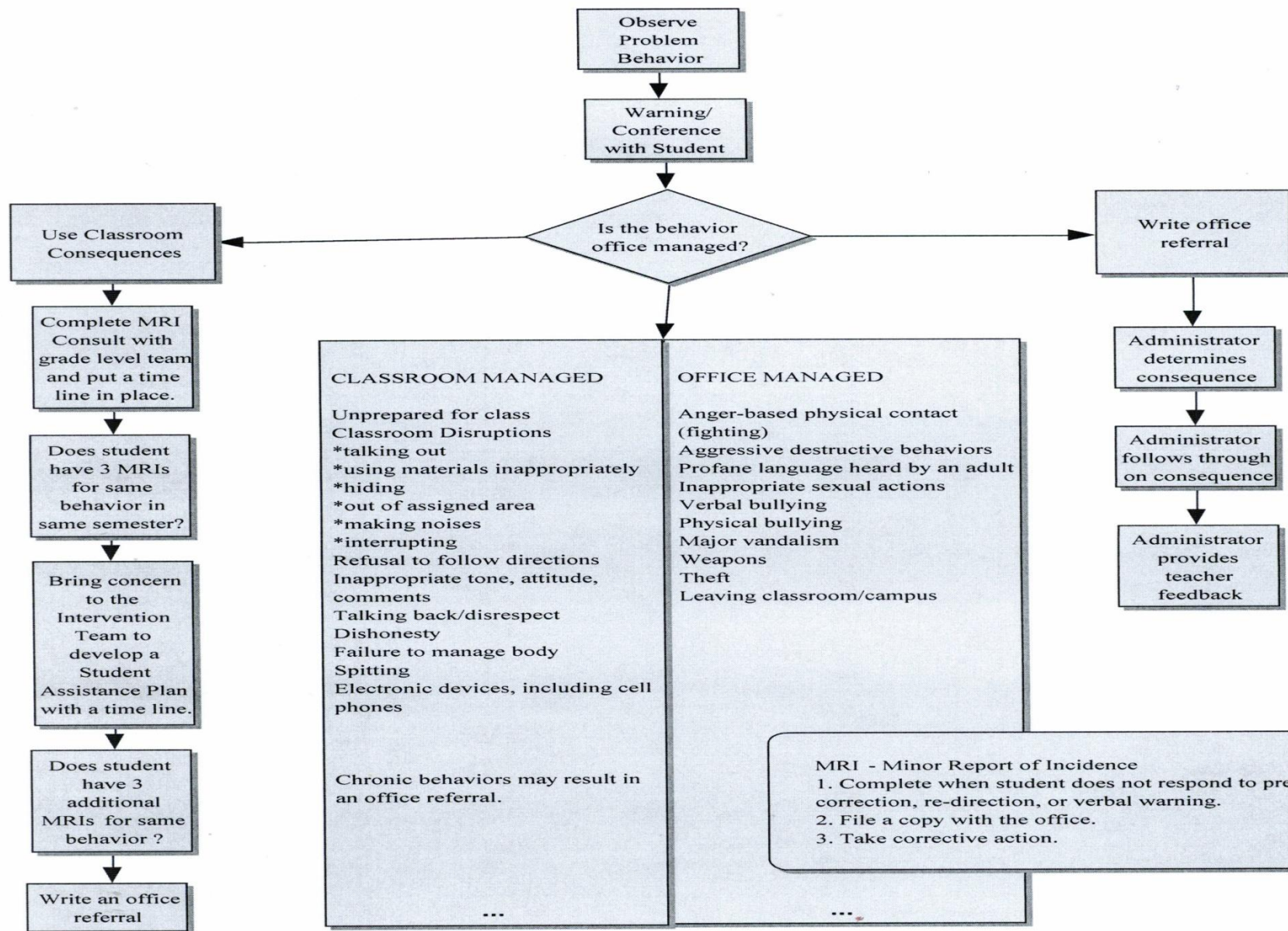
Lesson Plans

Lesson Plans

- The lesson plans and the video will scaffold the development of a common language and behavior mindset to support student success.

Flowchart of Response to Behaviors

- What if it doesn't work?
    - What chance is there?
    - What do I do then?

- Flowchart

- Behavior Definitions

Observe Problem Behavior

Warning/ Conference with Student

Is the behavior office managed?

Use Classroom Consequences

Write office referral

Complete MRI Consult with grade level team and put a time line in place.

Does student have 3 MRIs for same behavior in same semester?

Bring concern to the Intervention Team to develop a Student Assistance Plan with a time line.

Does student have 3 additional MRIs for same behavior ?

Write an office referral

Administrator determines consequence

Administrator follows through on consequence

Administrator provides teacher feedback

CLASSROOM MANAGED

Unprepared for class
Classroom Disruptions
*talking out
*using materials inappropriately
*hiding
*out of assigned area
*making noises
*interrupting
Refusal to follow directions
Inappropriate tone, attitude, comments
Talking back/disrespect
Dishonesty
Failure to manage body
Spitting
Electronic devices, including cell phones

Chronic behaviors may result in an office referral.

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OFFICE MANAGED

Anger-based physical contact (fighting)
Aggressive destructive behaviors
Profane language heard by an adult
Inappropriate sexual actions
Verbal bullying
Physical bullying
Major vandalism
Weapons
Theft
Leaving classroom/campus

MRI - Minor Report of Incidence
1. Complete when student does not respond to pre-correction, re-direction, or verbal warning.
2. File a copy with the office.
3. Take corrective action.

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Leaving campus	Leaving the building, classroom, or assigned area without prior approval of the teacher or administrator
Theft	Taking property belonging to the school or any individual or group without permission
Weapons	Being in possesion of any items designated as weapons, including simulated weapons, brought to school with the intent to intimidate, threaten, or harm self or others
Major vandalism	Intentionally causing damage or defacing school property or the property of others with irreversible damage. Examples could include: writing on walls in the restrooms, swinging on restroom doors and breaking them
Bullying	Negative actions repeated over time with the intent to intimidate or to harm another person who is being victimized (an imbalance of power)
Inappropriate sexual actions	Inappropriate verbal or written comments Inappropriate gestures or touching Inappropriate exposure of private body parts
Aggressive destructive behaviors	An angry behavior with an intent to harm property or others using an inanimate object
Anger-based physical contact (fighting)	Fighting is anger-based physical contact with or without injury
	****Teachers: better to err on the side of caution. If you feel you can address the issue yourself, please do so. However, if there is a chance you are going to get a phone call from a parent, tell the principal!!!!!
	Concern with teachers giving their power away. Once a child is sent to the principal, what else is there? That should be saved for the final resort. Children's behavior should be for the teacher, not for the principal.
Profane language heard by an adult	Verbalizing profane language

Incentive Plan Development

- Gathered Data
  - Visited another school
  - Researched currently existing plans at other schools in corporation and on PBIS website
  - Reviewed incentive plans currently established at Riverside
    - BEST themes
    - Hallway Compliment points
  - Collaborated with leadership team and grade levels for input.

How will students be rewarded?

- Reward system

  - "Behavior Bucks."

  - Rewards/Prizes
    - different grade levels
    - "big-ticket" items
    - What will we do when/if

Follow-Through Plan

- □ The plan will be implemented in the 2009-2010 school year.

Follow Through Plan

- Leadership Team Responsibilities:
  - Participate in weekly meetings
    - Share observations
    - Make decisions using input from every grade level and area of the school

  - Attend continued professional development

  - Provide professional development to grade level and area teams

Follow Through Plan

- Teacher responsibilities
  - Incorporate provided behavior lesson plans into daily and weekly lesson plans
  - Schedule times for classes to go to various areas of school and practice expected behaviors.
  - Use learning model of Gradual Release of Responsibility: model, shared demonstrations, guided practice with feedback, independent practice and application, repeat cycle

Follow Through Plan

- Grade Level Teams
  - Meet weekly
  - Discuss what is working well (or not)
  - Make necessary adjustments for the grade level classes
  - Support each other in maintaining appropriate behaviors and high expectations school-wide

Follow Through Plan

- Parental Involvement
  - Parents who attend grade level Parent Orientation sessions at the beginning of school will view and discuss our video, matrix, and expectations.
  - Copies of the video will be available for home viewing.
  - A printed explanation of the plan will be given to parents who cannot attend Orientation and to parents who come into the building during the year.

Follow Through Plan

- Evaluation
  - The Leadership Team will review the plan at least on a quarterly basis.
  - Data will be compared, looking at:
    - Number of visits to the principal
    - Number of visits to school support worker
    - Number of minutes students are out of class due to behavior issues.

Take Home: Connecting Our Presentation to Indiana's Vision of RTI

- Our plan is a collaborative initiative that supports students behaviorally as they progress academically.
- Our plan is researched based and incorporates the six Core Components of RTI.
- Our plan enhances behavior programs already being used and reaches across the curriculum.
- Our plan supports student success!